

## Pupil premium strategy statement – Mossford Green Primary School



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	31/12/25
Date on which it will be reviewed	1/11/26
Statement authorised by	Matthew Tranter
Pupil premium lead	Hannah Birkett
Governor / Trustee lead	Tracy Osei

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,900 (approx)
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£90,900

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Mossford Green Primary: Our Vision for Equity and Excellence**

Within the Mossford Green community, we make memories that last a lifetime, setting every child on course to live a life of purpose and positive impact. We empower our children to embody our school values - being kind, creative, respectful, courageous, resilient and determined - within a culture where every child is valued and inspired to reach their full potential.

#### **Addressing the Reality of Deprivation**

Mossford Green is a vibrant, diverse community. While our Free School Meal (FSM) data suggests a relatively low level of need, this figure often masks the true socio-economic challenges our families face. Many of our pupils navigate complex living situations, including overcrowded multi-family units, temporary housing, and the instability of the private rental sector. These external pressures often limit children's experiences outside the home. We view education as the primary catalyst for breaking the cycle of poverty; therefore, we are committed to ensuring every child achieves the highest academic standards, empowering them to pursue a life of choice and opportunity.

#### **Prioritising Language and Literacy**

Language is the foundation of our curriculum. Many children join us with little to no English, often compounded by limited proficiency in their first language. Furthermore, a significant number of our English-speaking pupils arrive with narrow vocabularies. To ensure our pupils can compete nationally and internationally, we place language development at the heart of our curriculum design. By using a cross-curricular approach, we provide meaningful contexts where children can acquire, practice, and master new vocabulary, closing the "word gap" from the outset.

#### **Building Resilience and Social Agency**

Beyond academics, we want our children to be socially adept, emotionally resilient, and confident advocates for themselves. Our curriculum is intentionally designed to foster collaboration and high-level communication. We explicitly teach children how to articulate their thinking and argue a point of view with confidence, and develop leadership skills through our Contribution to Community Award scheme.

Central to this is a robust focus on wellbeing. We dedicate time to exploring emotional responses and past experiences, helping children develop proportionate responses to challenges. By building this emotional strength, we prepare them to navigate the present and thrive in the future.

#### **Evidence-Led Teaching and Intervention**

Our strategy is rooted in robust diagnostic assessment rather than assumptions. We bridge gaps through "Quality First Teaching," where staff are trained to build on existing knowledge and intervene the moment a need is identified. We do not move on until a concept is secure, ensuring children are taught to think deeply rather than just perform tasks.

To ensure every child excels, we commit to:

**High Expectations:** Ensuring disadvantaged pupils are consistently challenged with ambitious work.

**Early Intervention:** Acting immediately when a learning or emotional need is identified.

**Collective Responsibility:** Maintaining a whole-school culture where every staff member takes ownership of outcomes for our most vulnerable learners.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b>Reading</b></p> <p>We have identified that our disadvantaged pupils achieve less well than their peers in Early Years, the Y1 phonics screen and at KS2. We are committed to closing this achievement gap to ensure all pupils leave Mossford Green as confident, competent and fluent readers.</p>
2	<p><b>Intersectionality</b></p> <p>We recognise that our pupils often face overlapping layers of disadvantage, where economic hardship intersects with EAL, SEND, or housing instability. These compounding factors create unique, multi-dimensional barriers that cannot be addressed in isolation. By identifying these intersectional challenges, we move beyond generic support to provide targeted, bespoke interventions that address the specific complexity of each child's circumstances.</p>
3	<p><b>Cost of living</b></p> <p>The escalating cost of living has placed unprecedented pressure on our families. Rising costs for basic living essentials often outweighs household income. This creates a "hidden" layer of poverty where families who do not qualify for Free School Meals still struggle to meet basic needs.</p>
4	<p><b>Attendance</b></p> <p>Persistent absence disproportionately affects our disadvantaged pupils, particularly those with SEND or in temporary housing, limiting the impact of our support. We address this by fostering a 'culture of belonging' and working directly with families to remove specific barriers to attendance, ensuring every child is in school and ready to learn.</p>
5	<p><b>Parental engagement</b></p> <p>Improving parental engagement remains a challenge, as work commitments, language barriers, and the daily pressures of the cost-of-living crisis can make it difficult for some families to support learning at home. We recognise that these obstacles are often greater for our disadvantaged families, who may feel less confident navigating the school system.</p>
6	<p><b>Early Years Provision</b></p> <p>Many children enter our Early Years with skills well below age-related expectations. These gaps are often widest for disadvantaged pupils. We prioritise a language-rich environment and immediate, evidence-based interventions to close these developmental gaps early.</p>

## Intended outcomes

This explains the evidence-based outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>All pupils leave Mossford Green as confident, competent and fluent readers</p>	<p><b>Consistent Phonics Delivery:</b> Full implementation of a validated phonics scheme ensures 100% of staff deliver high-quality, systematic teaching, leading to improved outcomes in the Phonics Screening Check.</p> <p><b>Accelerated Progress:</b> Dynamic streaming allows for bespoke pacing, ensuring children meet or exceed age-related expectations through tailored challenge.</p> <p><b>Narrowing the Gap:</b> Targeted interventions result in the rapid closure of identified learning gaps, particularly for disadvantaged pupils and those in the lowest 20%.</p> <p><b>Enhanced Reading Culture:</b> Diversified, high-quality reading resources lead to increased pupil engagement and a measurable rise in children reading for pleasure across all year groups.</p> <p><b>Expert Leadership:</b> Dedicated Reading and Phonics Champions ensure sustained high standards of teaching through regular coaching, moderation, and data-driven oversight.</p> <p><b>Optimised KS2 Outcomes:</b> Specialist-led Year 6 booster sessions result in increased percentages of pupils reaching the "Expected Standard" and "Greater Depth" in SATs reading.</p>
<p>Provide targeted, bespoke interventions that address the specific complexity of each child's circumstances</p>	<p><b>Empowered Families:</b> Targeted parent workshops and dedicated support for benefit applications and form-filling lead to increased financial stability and stronger home-school engagement for our most vulnerable families.</p> <p><b>Specialised SEND Support:</b> The appointment of a SEND-specific HLTA ensures high-quality, bespoke interventions that result in accelerated progress for pupils with complex, overlapping needs.</p> <p><b>Strategic Leadership:</b> The promotion of the SENDCo to Assistant Headteacher (AHT) ensures that inclusion and intersectionality are at the heart of all strategic decision-making and curriculum design.</p> <p><b>Data-Driven Progress:</b> Rigorous Pupil Progress Meetings and Safeguarding Team meetings enable the early identification of barriers, leading to timely, coordinated support for children facing multiple disadvantages.</p> <p><b>Expert Staff Practice:</b> Dedicated staff training and additional release time for SEND referrals ensure that all interventions are evidence-based, high-impact, and delivered with precision.</p> <p><b>Reflective Learning:</b> The introduction of DIRT (Dedicated Improvement and Reflection Time) empowers pupils to take ownership of their progress, leading to a measurable reduction in learning gaps across the curriculum.</p> <p><b>Robust Oversight:</b> Regular safeguarding training and updated protocols ensure a highly responsive pastoral team, resulting in safer, more stable environments for pupils to learn and thrive.</p>
<p>Ensure no child is excluded from learning due to financial hardship at home</p>	<p><b>Universal Participation:</b> Free Pupil Premium club places, sponsored music tuition, and funded residential trips ensure equitable participation in enrichment, preventing "opportunity gaps" for disadvantaged learners.</p> <p><b>Essential Resource Provision:</b> Freely available second hand uniform and homework resource packs remove daily barriers to learning, ensuring all pupils arrive at school equipped, confident, and ready to engage.</p> <p><b>Strengthened Family Security:</b> A team trained in food bank referrals and the proactive identification of NRPF families provides a vital safety net, reducing home-based stressors that impede academic focus.</p> <p><b>Enhanced Home-School Partnerships:</b> Home visits and parent workshops rebuild trust and communication, allowing the school to identify and mitigate financial hardships early through targeted support and benefits</p>

	<p>advice.</p> <p><b>Improved Well-being and Environment:</b> Continued investment in the ecology area and playground project provides all pupils, regardless of their home circumstances, with high-quality outdoor spaces that support social development and mental health.</p> <p><b>Expert Advocacy:</b> Professional referral training ensures staff can navigate complex support systems effectively, resulting in faster access to external funding and stability for families in crisis.</p>
<p>Increase attendance particularly of disadvantaged pupils</p>	<p><b>Evidence-Based Improvement:</b> Participation in the Power of Pedagogy 2 (POP2) project results in a measurable reduction in persistent absence among disadvantaged pupils through high-impact, data-driven strategies.</p> <p><b>Expert External Oversight:</b> The work with EWAS ensures robust, professional tracking and legal compliance, leading to faster resolution of complex attendance cases and improved overall school attendance percentages.</p> <p><b>Proactive Parental Engagement:</b> Targeted phone calls and Headteacher-led support meetings foster strong relationships with families, resulting in early intervention and a noticeable decline in unauthorised absences.</p> <p><b>Reduced Medical Barriers:</b> Dedicated support from the Medical Officer provides families with expert support, reducing the duration of illness-related absences and ensuring pupils return to school as soon as they are fit with care plans in place as needed.</p> <p><b>Strategic Accountability:</b> High-level leadership involvement ensures attendance remains a whole-school priority, with specific focus on closing the attendance gap between disadvantaged pupils and their peers.</p>
<p>Improving parental engagement</p>	<p><b>Increased Parental Efficacy:</b> High-quality workshops empower parents with practical strategies to support learning at home, resulting in increased pupil confidence and higher completion rates of home-learning tasks.</p> <p><b>Strengthened Early Literacy:</b> Regular "Stay and Read" sessions foster a shared love of reading between parents and children, leading to improved fluency and a measurable rise in the frequency of reading for pleasure outside of school hours.</p> <p><b>Enhanced Home-School Partnerships:</b> Increased parental presence in school builds deeper trust and communication, allowing for the early identification of barriers to learning and more collaborative support for disadvantaged pupils.</p>
<p>Ensuring all children have the firm foundations needed for Key Stage 1 through high quality Early Years provision</p>	<p><b>Optimised Learning Outcomes:</b> Robust changes to policy and procedure ensure a consistent, high-quality approach to early development, resulting in a higher percentage of pupils achieving a Good Level of Development (GLD), with a focus on communication and language as the foundation for future learning.</p> <p><b>Responsive Provision:</b> Strategic resourcing investment allows the EYFS environment to adapt rapidly to the shifting socio-economic needs of our families, ensuring that every child - regardless of their starting point - has access to the tools they need to succeed.</p> <p><b>Accelerated Gap-Closing:</b> A high level of LSA support enables frequent, small-group interventions and 1:1 interactions, leading to rapid progress in communication, language, and social skills for disadvantaged learners before they transition to Key Stage 1.</p> <p><b>Smooth Transitions:</b> Refined procedures and enhanced staffing ratios ensure that children enter Year 1 with the stamina, independence, and foundational literacy skills required to access the full National Curriculum immediately.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11796

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject leader CPD: English, Reading, Maths & Science	Supporting continuous and sustained professional development on evidence-based classroom approaches is important to develop the practice of all of our teachers.	1, 2 & 6
Teacher CPD: Embedding systemic features of outstanding teaching across the school curriculum; adaptation of the curriculum, etc	Training which has a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice supports professional development which will be sustained. Adaptation of tasks ensures that pupils can succeed.	1, 2 & 6
ECT and new to school training	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers	1, 2 & 6
Moderation sessions	Moderation sessions can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1 & 6
Teacher retention	Securing high quality teaching enables pupils to make accelerated progress; securing coaching methods of leadership team members enables staff to feel better supported; Dedicated release time for SEND referral completion; full day PPA sessions	1, 2 & 6
Leadership retention	Effective leadership of SEND is a primary driver in closing the attainment gap for disadvantaged pupils. Moving the SENDCo to a more senior role ensures that inclusion is "designed-in" to the whole-school curriculum rather than added as an afterthought.	All
Additional HLTA	Well-trained HLTAs can significantly impact pupil progress. By appointing an HLTA specifically for intersectional SEND needs, we ensure that pupils navigating the dual barriers of socio-economic disadvantage and additional learning needs receive consistent, expert support. This approach aligns with evidence that the most effective support for	2, 4 & 6

	vulnerable learners is targeted, diagnostic, and delivered by staff with specialist pedagogical knowledge, rather than general classroom supervision.	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £66236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading, writing, maths daily interventions	Strategic deployment of LSAs is important to ensure priority pupils are supported. This will include ensuring LSAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.	1
UKS2 small group daily teaching– streamed teaching with targeted vulnerable pupils in all groups as needed	Intensive individual support, as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.	1, 2 & 4
Year 6 targeted interventions	Small-group tuition and targeted booster sessions can provide an average of +4 months' additional progress. By utilising senior staff to lead these sessions, we ensure pupils benefit from high-level pedagogical expertise and precise diagnostic feedback. This is particularly effective for disadvantaged pupils who may lack access to private tutoring, ensuring that financial background does not dictate SATs outcomes or secondary school readiness.	1, 2 & 4
Investment in new phonics scheme	Phonics is a high-impact intervention, providing an average of +5 months of additional progress, particularly for children from disadvantaged backgrounds. By investing in a Department for Education (DfE) validated scheme, the school ensures fidelity to the programme, which research shows is essential for success. Validated schemes reduce cognitive load for early readers by providing consistent routines, mantras, and resources, allowing them to focus entirely on decoding rather than navigating different teaching styles.	1,2 & 6
Small group phonics teaching	Phonics can have a high impact on early reading, typically providing +5 months of additional progress. The evidence further suggests that for Phonics to be effective, it must be matched precisely to a child's current level of understanding. By utilising additional LSAs to facilitate streaming, we can reduce group sizes and ensure that teaching is highly targeted. This prevents disadvantaged pupils from being lost in large groups and ensures they	1,2 & 6

	receive the high-frequency practice and immediate feedback required to master decoding skills.	
Additional phonics interventions	For phonics to be successful, particularly for disadvantaged pupils, 'keep-up' rather than 'catch-up' is essential. Providing additional sessions outside of the daily core phonics teaching ensures that pupils who struggle with specific grapheme-phoneme correspondences receive the immediate, high-frequency practice required to prevent gaps from widening.	1 & 2
Intervention space teaching sessions	While high-quality classroom teaching is the foundation, many pupils require targeted, small-group interventions to make progress. Research suggests that providing a dedicated, low-stimulus environment for these sessions is crucial for pupils with sensory or cognitive processing needs. By creating bespoke intervention spaces outside the main classroom, we provide the quiet, focused environment recommended for Social, Emotional and Mental Health and Communication and Interaction needs, allowing pupils to develop self-regulation and core skills that they can then transfer back to the classroom.	2 & 6

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £25230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in books	Access to a wide range of high-quality texts is fundamental to developing reading comprehension, which can provide an average of +6 months of additional progress. For disadvantaged pupils, who may have limited access to books at home, the school library and classroom collections serve as the primary source of literacy enrichment. Research from the National Literacy Trust consistently shows a high correlation between reading for pleasure and academic success across all subjects, including maths and science.	1
Targeted places for disadvantaged pupils at cost incurring clubs and activities, trips, residential visits and cultural capital opportunities	Arts and physical activity participation can provide an average of +3 months' additional progress, with even greater gains in social and emotional wellbeing. Research from the Social Mobility Commission highlights that extracurricular activities are a key driver of social mobility, yet disadvantaged pupils are significantly less likely to access them due to cost. By removing the financial barrier to residential trips and specialist clubs, the school provides the cultural capital and life experiences that their more affluent peers take for granted, directly impacting their vocabulary, world-view, and academic confidence.	3, 4 & 5
ELSA support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).	2 & 4
Regular safeguarding/ wellbeing meetings – leadership team, pastoral team (including ELSAs) medical officer, attendance officer, etc	Research from the Early Intervention Foundation (EIF) highlights that Adverse Childhood Experiences and chronic stress significantly impair a child's cognitive function and readiness to learn. Regular, structured pastoral meetings ensure a proactive rather than reactive approach to safeguarding. By identifying the hidden barriers associated with intersectionality and financial hardship early, the school can provide the stability required for academic engagement. The Department for	2, 3, 4 & 5

	Education emphasises that effective safeguarding is a whole-school responsibility, and dedicated time for professional collaboration is essential to ensuring no vulnerable child slips through the net.	
Regular parent workshops covering a variety of topics	Supporting parents to engage with their child's learning can provide an average of +4 months' additional progress. For disadvantaged families, barriers such as language, work commitments, or a lack of confidence in the hidden rules of the school system can limit this engagement. By providing regular, accessible workshops, the school demystifies the curriculum and provides parents with the specific pedagogical tools - such as phonics strategies or mathematical methods - required to support learning effectively at home.	4 & 5
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £103,262**

## Outcomes for disadvantaged pupils

### **Reception:**

The attainment gap between disadvantaged pupils and their non-disadvantaged peers narrowed by 0.8% compared to 2024. Furthermore, our internal gap remains significantly smaller than the local authority average, outperforming regional benchmarks by 1.4%. While the overall inequality gap narrowed, attainment varied by subject. Disadvantaged pupils achieved parity in Mathematics; however, performance in other core areas was lower. This trend is strongly linked to the specific profile of this cohort: 75% of disadvantaged pupils in the cohort are male and 50% have identified SEND, representing a high level of intersectional complexity that impacted literacy and language outcomes.

### **KS1:**

**Y1 Phonics** – An outcome of 75% for this cohort represents a two-year downward trend, placing attainment below both local and national benchmarks. Pupils eligible for Pupil Premium performed significantly below the wider cohort, as well as their disadvantaged peers at both the local and national levels. This data highlights a critical area for strategic intervention to reverse this trajectory and ensure equity of outcome. (*Pupils assessed using Y1 2025 Phonics screening materials*).

**Y2 Phonics recheck** – Attainment saw an 8.4% decrease for this cohort compared to 2024, placing outcomes below both local and national benchmarks. Within the retest cohort of eight pupils, the intersectional barriers were significant: only 12.5% of Pupil Premium met the threshold. This results in a final disadvantaged cohort outcome of 75%, representing a gap of -7.8% against local and -6.6% against national averages for similar pupils. This data also highlights a critical area for strategic intervention to reverse this trajectory and ensure equity of outcome. (*Pupils assessed using Y1 2025 Phonics screening materials*).

**Y2 Reading, Writing & Maths** - Attainment for disadvantaged pupils at the expected standard was below the wider cohort. However, a significant strength was identified at the higher end of the spectrum, where disadvantaged pupils outperformed the whole-school average for Greater Depth. This indicates that while our stretch-and-challenge for high-attaining pupils is effective, a targeted focus is now required to bridge the gap for those working towards age-related expectations. (*Pupils assessed using teacher assessment – not reported*)

### **KS2:**

**Y4 Multiplication Check** - Pupils eligible for the pupil premium achieved an average score of 21.3, representing a substantial increase of 3 marks compared to 2024. While this remains slightly below the whole-school average by 1 mark and sits below local benchmarks, our disadvantaged cohort exceeds the attainment of similar pupils at both the local and national levels.

**Y6 Reading** - Disadvantaged pupils performed within 5% of the whole-school average at the expected standard; while this sits below the national average for all pupils, our cohort significantly outperformed their disadvantaged peers nationally by 10.2%. At Greater Depth, a gap of 11.6% remains compared to the wider school cohort, placing outcomes below local and national benchmarks for all pupils. However, attainment at this higher level remains broadly in line with national averages for similar pupils, suggesting that our most

able vulnerable learners are performing at a competitive level. Despite these comparative successes, we maintain the highest aspirations for our pupils; we do not accept national parity as the ceiling and are committed to further accelerating progress to ensure our most vulnerable learners reach the very highest standards of attainment across all areas. *(Pupils assessed using Government approved test materials).*

**Y6 Writing** - Disadvantaged pupils demonstrated exceptional performance at the expected standard, outperforming the whole-school cohort by 3.3% and significantly exceeding both local and national benchmarks. Conversely, attainment at Greater Depth presents a significant challenge; a gap of 23.4% remains against the wider cohort, marking a three-year downward trajectory. Despite this trend, our disadvantaged pupils continue to outperform their national peers by 6.7%, though they sit 4.5% below the national average for all pupils. We maintain the highest aspirations for these learners and are committed to reversing this trend to ensure our most vulnerable pupils reach the highest standards. *(Pupils assessed using teacher assessment)*

**Y6 GPS** - At the expected standard, disadvantaged pupils demonstrated exceptional performance, outperforming the whole-school cohort as well as local and national averages for all pupils. Conversely, at the greater depth standard, attainment for this group was below whole-school, local, and national benchmarks. However, despite this internal gap, our disadvantaged pupils continue to outperform their national peers, remaining above the national average for similar pupils. We maintain the highest aspirations for these learners and are committed to closing the remaining gap to the highest standards of attainment. *(Pupils assessed using Government approved test materials).*

**Y6 Maths** - Disadvantaged pupils demonstrated exceptional performance at the Expected Standard, outperforming the whole-school cohort, local, and national averages for all pupils. At the greater depth standard, although attainment was 8.3% below the wider school cohort, our disadvantaged pupils remained above the national average for all pupils. Our strategy is now focused on eradicating the internal attainment gap, ensuring that socio-economic background is never a barrier to reaching the highest tiers of academic achievement. *(Pupils assessed using Government approved test materials).*

**Y6 Science** - Attainment for pupils eligible for the pupil premium exceeded that of their non-disadvantaged peers both within the school and across local and national datasets. This positive attainment gap demonstrates the effectiveness of our targeted interventions and high-quality first teaching. *(Pupils assessed using teacher assessment)*

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

### Further information (optional)

At Mossford Green, supporting disadvantaged pupils is not a standalone initiative. Our approach is built upon a foundation of unconditional positive regard, ensuring that every child - regardless of their external complexities - is met with high expectations and unwavering support. We maintain that true equity is achieved through collective responsibility; every member of staff is accountable for the progress of our most vulnerable learners, fostering a school-wide culture of belonging that transcends isolated interventions. This holistic, evidence-led framework ensures that the pupil premium funding is utilised as a strategic tool to dismantle systemic barriers, accelerate academic progress, and empower our children to reach the highest possible standards of achievement.

We prioritise equity of experience by providing fully-funded enrichment that extends beyond the classroom. These opportunities cultivate a robust knowledge bank of experiences, which we believe are fundamental to childhood development in modern Britain. By systematically poverty-proofing our curriculum and wider offer, we remove all financial barriers, ensuring every child - regardless of socio-economic background - can fully embrace our cultural capital initiatives.